

Research Problem Review 78-3

LEVEL II

GENERAL OFFICERS' VIEWS ON CONTINUING EDUCATION/UPDATING PROGRAM FOR GENERAL OFFICERS

Career Development & Soldier Productivity

April 1978

U. S. ARMY RESEARCH INSTITUTE
for the
BEHAVIORAL AND SOCIAL SCIENCES

DISTRIBUTION STATEMENT A

Approved for public release;
Distribution Unlimited

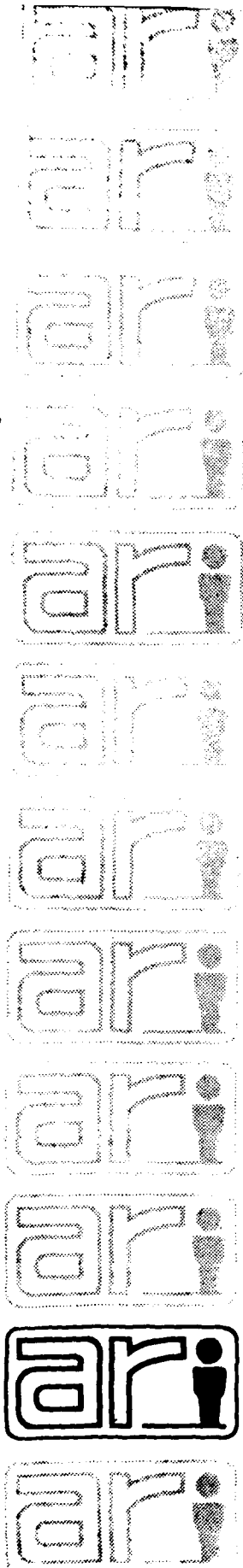
DTIC
ELECT
APR 11 1980

E

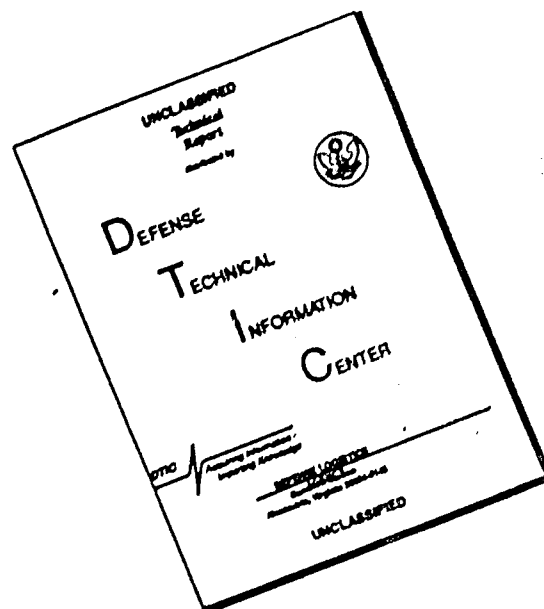
80 4 10 032

ADA 082988

DDC FILE COPY.



DISCLAIMER NOTICE



THIS DOCUMENT IS BEST QUALITY AVAILABLE. THE COPY FURNISHED TO DTIC CONTAINED A SIGNIFICANT NUMBER OF PAGES WHICH DO NOT REPRODUCE LEGIBLY.

U. S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

A Field Operating Agency under the Jurisdiction of the
Deputy Chief of Staff for Personnel

JOSEPH ZEIDNER
Acting Technical Director

W. C. MAUS
COL, GS
Commander

NOTICES

DISTRIBUTION: Primary distribution of this report has been made by ARI. Please address correspondence concerning distribution of reports to: U. S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-P, 5001 Eisenhower Avenue, Alexandria, Virginia 22333.

FINAL DISPOSITION: This report may be destroyed when it is no longer needed. Please do not return it to the U. S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

Army Project Number

20762717A766

Career
Progression

Research Problem Review 78-3

⑥ GENERAL OFFICERS' VIEWS ON CONTINUING EDUCATION/UPDATING
PROGRAM FOR GENERAL OFFICERS

12.39

⑩ Sally J. Van Nostrand M. Reid Wallis
US Army Research Institute for the Behavioral and Social Sciences

and

M. Reid Wallis
Richard A. Gibboney Associates, Inc.

⑭ ARI-RES PROBLEM REV-78-3

Francis F. Medland, Work Unit Leader

Submitted by:
Cecil D. Johnson, Chief
CAREER DEVELOPMENT AND SOLDIER PRODUCTIVITY TECHNICAL AREA

⑪ Apr 1978

Accession For	
NTIS GRA&I	<input checked="" type="checkbox"/>
DDC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	<input type="checkbox"/>
By <i>Letter on file</i>	
Distribution/	
Special Codes	
Dist	Availand/or Special
A	

Approved by:

E. Ralph Dusek, Director
Individual Training and Performance
Research Laboratory

Joseph Zeidner, Acting Technical Director
US Army Research Institute for the
Behavioral and Social Sciences

Research Problem Reviews are special reports to military management.
They are usually prepared to meet requests for research results bearing
on specific management problems. ~~A limited distribution is made--~~
~~primarily to the operating agencies directly involved.~~

40-10-1

FOREWORD

The Review of Education and Training for Officers (RETO) Study Group, as part of its mission from the Chief of Staff of the Army (CSA), has the task of recommending whether the Army should provide education and training to the general officer, and if so, in what form. To this end, members of the Study Group interviewed 50 general officers November 1977 through January 1978. The Army Research Institute for the Behavioral and Social Sciences (ARI) was asked to provide technical advisory service in summarizing and presenting the general officers' responses. ARI's Career Development and Soldier Productivity Technical Area was responsible for compiling the present report, as a corollary to continuing research in career progression and manpower systems management, under Army Project 2Q762717A766.

This report summarizes the considered opinions and recommendations of general officers in a qualitative manner (based on the officers' own words).


Joseph Zeidner
Acting Technical Director

GENERAL OFFICERS' VIEWS ON CONTINUING EDUCATION/UPDATING PROGRAM FOR
GENERAL OFFICERS

CONTENTS

	Page
EXECUTIVE SUMMARY	1
General Officer Education/Training/Updating Program	1
Chief of Staff of the Army (CSA)	3
Weekly Summary	4
OPMS	4
BACKGROUND AND PURPOSE	5
PROCEDURE	5
RESULTS	6
Specific Questions and Responses	6
Additional Topics Introduced by Interviewers	20
Additional Topics Introduced by General Officers	24
APPENDIXES	
A. Questions on general officer education & training which were furnished each officer prior to the interview session	31
B. Additional questions asked by the interviewer if time were available	33
C. Additional topics introduced by the general officers during the interviews	34

GENERAL OFFICERS' VIEWS ON CONTINUING
EDUCATION/UPDATING PROGRAM FOR GENERAL OFFICERS

EXECUTIVE SUMMARY

To help determine the need for a continuing education/update training program for general officers, 50 general officers were interviewed. The interviewed generals offered many recommendations and solutions to anticipated problems, which they believed would be encountered if the Army instituted a General Officer Education and Training Program. Nearly all respondents gave reasons for their replies, solutions to the problems they mentioned, and recommendations on those topics where they thought a change should be made. The attitudes and recommendations summarized here are the result of combining all similar responses.

The views expressed are the composite views of all the interviewed general officers. No interpretation or conclusions, other than those provided by the respondents, are meaningful in this particular analysis. The comments/recommendations, therefore, are presented in the report without any attempt to weight or evaluate them.

GENERAL OFFICER EDUCATION/TRAINING/UPDATING PROGRAM

Need

Although most general officers have a good educational (and training) background, some have a definite need for additional education/training in specific areas. Many jobs have specific requirements where a general officer could well use a few days of refresher training or updating. The respondents felt that selection to become a general officer carries one through a threshold. New brigadier generals gain not only prestige but responsibility and look for guidance in areas not previously their concern.

Content

Areas mentioned most frequently in which generals must be competent and yet often have had little previous education or experience are resource, installation, and financial management - high level management of all types. Updating can be a need in many areas where technology or methods change rapidly (ADP, simulations); where the officer has been serving outside the area; or on unique jobs which require special skills (NATO, JCS). Generals want real experts to lead the sessions, either civilian or military depending upon the subject matter.

Format

The seminar or one-to-one format is preferred for the updating. Briefing and classroom learning are not considered as valuable, because the officers feel that they gain the most benefit from informal discussions with subject matter experts and with other generals. Not all officers should attend the same "courses." Each officer knows what is needed and is capable of choosing the correct courses as soon as the requirements of the next position are known.

Some general officers already have established a tailored updating, using a combination of visiting specific headquarters and attending short courses. It is possible that sufficient courses are now available from Army, DOD and civilian sources, which could be used with DA and MACOM seminars or visits, to provide a "menu" program to each general officer. A listing of available courses with locations and dates, provided it is kept current, would be a valuable aid and could perhaps be in the Weekly Summary.

If new seminars are developed, the general officers want them led by acknowledged experts in the field and given in a setting other than the Pentagon.

Problems

The problem most frequently mentioned is TIME. Reassignments often have shortfuse reporting dates; it is almost impossible to leave the job after reporting; there is hardly time for reflecting on and solving problems of the moment, and impossible to find the extra time desired for additional reading, studying, planning, and thinking. A partial solution can be provided by strong support from the Chief of Staff of the Army (CSA) on the need for updating time.

A number of respondents believe that the need for additional education and training, and to a large extent updating, is actually caused by incorrect selections/assignments. If general officers could be used in the area for which previous education, training and experience have equipped them, less additional learning would be needed. One respondent expressed confidence that the logical extension of OPMS is to the generals, obviating the need for updating. Certain special jobs (NATO, JCS) would still require some specific updating, but such jobs are relatively few.

Introducing/Implementing a Program

Whatever the format of a program, whether mandatory or not, and however the content is determined, several respondents expressed a concern that general officers could be insulted or have their egos damaged. They hoped the Army (especially the CSA) would establish a non-threatening manner of determining needs and introducing and implementing the update training.

CHIEF OF STAFF OF THE ARMY (CSA)

The prevailing sentiment which comes through from all 50 respondents is that the general officers want to be a part of the Chief of Staff's management team. They want to know what the important issues are and what his position is. They would welcome supplying input to help in arriving at an Army position. Recognizing that individually they do not have all the solutions, collectively they want more communication with the Chief of Staff, his principal staff heads, and major commanders. Additionally, they feel that no continuing education program for general officers can be successful without the CSA's strong support and direction. General officers will not take the time from their jobs to attend updating sessions unless the CSA emphasizes the importance of the program--perhaps even makes a certain amount of attendance time mandatory. They believe that sessions on certain topics or issues, not necessarily all, will be more valuable if the CSA and other high-level staff members actually attend and provide expertise.

The respondents believe that an Education and Training Program for General officers cannot succeed unless the CSA provides positive support by:

1. Accepting personal responsibility for the content and format of the updating and actively participating in the program planning.
2. Directing appropriate agencies to accept that the general officer will spend time getting prepared before arriving.
3. Alternatively, directing that the general officer will be given an appropriate length of time for updating following a certain period on the job.
4. Generating a greater sense of each general officer being a part of the CSA's management team by:
 - (a) Personally attending and directing seminars on appropriate topics, and informally providing his opinions while soliciting the general officers opinions on important current issues.
 - (b) Using the Weekly Summary to provide more issue-oriented Army Policy statements.
 - (c) Using high-level staff members for both of the above, as a supplement, not a replacement for him.
5. Stressing, in guidance to selection boards, the importance of participating in a continuing self-development program.

WEEKLY SUMMARY

The respondents look upon the Weekly Summary as a communication from the CSA to them that at present is not as effective as it could be. They would like to receive individual copies rather than have one passed around a headquarters. They want it limited to "hot" items; they recommended: Eliminate the "cold intelligence" already read in the Black Book or news media. Make it personal, condensed like "Kiplinger Letter," include input from staff heads if really hot. Give four-star commanders a chance to insert items. Do not publish weekly unless there is something to say. In brief, generals have too much to read already.

OPMS

OPMS is not especially liked by the respondents but they accept the fact that OPMS does exist and will "probably work out in the long run." The majority of their complaints on this topic are about the implementation of OPMS. Another problem is that they worry that some effective younger officers may get discouraged and leave the Army or will not be recognized and could, therefore, be inadvertently forced out.

BACKGROUND AND PURPOSE

The Review of Education and Training for Officers (RETO) Study Group has, as a portion of its mission, the task of recommending whether the Army should provide education and/or training for the general officer, and if so what form it should take. In support of this goal, 50 general officers were interviewed November 1977 through January 1978.

Development of the interview formats and conduct of the interviews were accomplished by Colonel Bobby B. Porter, Lieutenant Colonel Frank A. Partlow, Jr., and Major William G. Carter III of the RETO Study Group.

The Army Research Institute (ARI) provided Technical Advisory Service to the RETO Study Group in analyzing the summaries of the interviews and responses.

PROCEDURE

The time available for the interviews ranged from 15 minutes to two hours. Although most interviews lasted less than one hour (30-40 minutes were the most common lengths), the respondents presented a wealth of material within their time constraints. The interviews were written up later by each interviewer from his notes. In addition, some general officers provided written comments.

While the interviews were not structured per se, a list of 11 questions (Appendix A) was furnished each general officer prior to the interview as a guide for thinking/planning purposes, and for the interview itself. A second list of nine questions (Appendix B) was brought to the interview as additional discussion material if time permitted. Officers assigned in Europe received both sets of questions and provided written responses in lieu of an interview. Appendix C lists additional topics introduced by 10% or more generals during the interviews. These closely related topics were developed to allow full coverage of the respondents' conversations.

The total number of respondents was only 50. Since many general officers introduced additional topics, and time constraints precluded most respondents from answering every question, it was decided that a "qualitative", rather than a "quantitative", report was appropriate. Qualitative is defined for this report as:

(a) Although the highest-ranking officers' views may be the result of more experience, the lowest-ranking general officers have had at least 20-25 years of commissioned service and impact caused by this survey will have the greatest impact on them. That is, no responses from general officers of any one rank are considered as being "most important." (b) The "flavor of the responses" is desirable, e.g., what reason did the general officer give for the viewpoint expressed? (c) All responses to the questions are important, not just those for which some minimum number responded, and (d) additional topics introduced by the general officers are also important and should be reported on.

Two analysis teams were formed, the documents were read by a member from each team, and at least one member of each team read all of them. As a guide to the final analysis, tabulations were made of the responses and of the reasons for the responses. Each team wrote a preliminary draft of the report as they interpreted the data. The teams then met together, compared the two sets of results and resolved any differences.

When appropriate, some quantitative data is provided - percentages or numbers. It should be remembered that a majority view is not necessarily more correct than a minority view. Additionally, quotes are used to express a viewpoint in the respondent's own words and give the flavor of the content. Quotes (comments) are written as the interviewer recalled them and are not necessarily exact, as many were taken from summaries based on notes made during the interview.

The number of officers responding to any one question should not be interpreted as a differentiation of interest or importance between the questions. The first question asks the respondents to voice their views on the need for a continuing education/update training program for general officers. As part of the reply, the respondent often answered some of the specific questions that appear later in the lists or introduced new topics. In most cases the interviewers did not have time to request answers to many of the Appendix A questions, or any of the Appendix B questions. The interviewers did not ask the Appendix C questions specifically.

RESULTS

The consensus of the general officers interviewed is that additional education/training/updating is needed and should be provided by the Army. The preferred format is informal, tailored specifically to the needs of each general officer, and offered at a time and place convenient for the individual. It should take the form of discussions, seminars, and related reading rather than briefings or lectures. (As this seems to be considered "updating", this report will usually refer to updating.) As the amount of required reading for all general officers is already so heavy, any additional reading or updating must be balanced by easing the pressure in some other area or be directed by the CSA personally.

SPECIFIC QUESTIONS AND RESPONSES

The topics in this section are responses to the questions previously mailed out to the general officers (Appendix A) or are closely related topics commented on during the discussions (topics 2, 3, 4, 6 and 10 from Appendix C). The main thrust of the interviews was in the direction of questions from Appendix A..

Item 1. What are your views, in general, on the need for a continuing education/update training program for general grade officers?

Response: Three-fourths (38) of the respondents felt that there was some need for either updating general officer knowledge, providing further education in certain areas, or training in specific skills. One-fifth (10) believed none was needed; the remaining two officers did not have a response to this question recorded. One senior general made the specific point that his brigadier generals are given an orientation course (which he thinks is a good one), but, "at the same time, we do nothing for 2-, 3-, 4-star generals." Other typical comments from those in favor of an updating program were:

- One cannot quarrel with the need for continuing education as there is much to know and little time to learn it.
- Whatever the costs of this training it is well worth it, considering the tremendous volume of money for which general officers are responsible.
- Impossible to be a "generalist" in every area without help.
- Would like to believe not needed, however he and contemporaries have trouble dealing with...
- We assume, by definition, because someone is a general, he knows everything -- nothing could be further from the truth.
- The experiences of general officers are not uniform.
- Responsibility lies with the general officers themselves to maximize existing opportunities to attend civilian short courses and visit service schools and headquarters.

Of the 10 officers who responded in the negative, two suggested that careful selection and assignment of general officers would negate any need for a continuing education program. A general officer who did not believe updating was necessary commented:

- A luxury we cannot afford.

Some generals did not believe that further education/training/ updating should be needed, but a later comment from one of the same officers reflected areas in which generals must be updated if training and experience have been inadequate. Comments from those who feel a need may possibly exist are:

- For the problems a general faces, a generalist knowledge is good enough...provided he already has a fine grasp of staff operations and the business side of the Army.

--If this analysis (RETO survey) shows an understanding of modern training methodology to be a shortcoming among generals, action should be taken to provide update training.

Regardless of their personal attitude toward a need for an updating program, respondents raised practical questions as to how the program would be implemented. None seemed to feel that a structured, formal, schoolroom-oriented program would be acceptable. As one general put it, "the crux of the matter is how to decide what would be needed." The major concerns were: time available for the program; whether the updating would take the form of formal instruction, seminars, or one-to-one; whether attendance would be mandatory; and who would determine the content.

Five officers commented that brigadier generals are too busy to have time to do any reflection. They are busy putting out brush fires and reacting rather than thinking or planning ahead. Some means must be devised to provide them time to reflect, think, and discuss, both with their contemporaries and with senior generals, what the major issues are in the Army today, what they are likely to be in the future, and what some of the possible solutions should be. If the CSA were to give the program strong support, the generals would be better able to make time available.

Although only two of the generals felt that formal school attendance would be the correct format for them, some of the others did mention that there were a few topics which might be better covered in a seminar, perhaps even a classroom atmosphere, e.g., ADP. The respondent who stated, "develop individual skills through intensive individual work" and the one who said, "best method of learning management is solving real life, relevant problems" (he was discussing updating, not OJT) reflect the attitude of a large majority of these general officers.

Five generals preferred seminars because they felt a need for an informal exchange of ideas among other generals of all grades. Of those, three felt that the instruction should include time for frank, informal discussion of the major issues facing the Army today. One respondent pointed out that "subsequent selection lists would be watched to see whether officers voicing opposing views were included." Two emphasized the importance of informal discussions if the CSA and other high level persons should attend (one stated he had never met the current CSA and would like to). One took a diametrically opposed view: general officers, especially junior ones, might feel too constrained by the presence of the CSA.

Opinions varied as to whether the advanced education should be strictly business or include time for socialization. While some said there must be some social contact among general officers in a relaxed atmosphere, others said that special courses must be extremely demanding and not social.

Eighteen generals assumed the use of seminar or classroom techniques and requested non-mandatory attendance for all except "core" sessions, with the general making the selection according to perceived needs. One supporting opinion was: "I doubt the ability of the Army to figure out what each general officer needs," with the opposite opinion "must be made mandatory; otherwise response will be limited." Only two felt that any program should be mandatory, but several felt that the CSA should give it strong support. It was suggested that the CSA could recommend attendance, demonstrate an interest, and direct that selection boards take cognizance of officer participation rather than make attendance mandatory.

Half (25) of the general officers said they were in favor of the "tailored" or "menu" approach; in other words, let the officers shop for the courses which they think would be beneficial. Most comments regarding this particular topic were to tailor courses to the individual officer's needs because time on the job is too valuable for generals to tear themselves away.

General officers also commented that the courses must be short and direct and possibly consist of a core of instruction for all officers attending, with additional tailored courses available.

Two related topics were introduced and discussed by almost half of the general officers.

General Officer Assignment/Selection (Appendix C, item 9). This new category was created because two who answered NO on the need for education/training/updating gave the general officer assignment or selection policy as their reason. Seven additional officers felt that the need for updating was the fault of the assignment/selection policy rather than the education/training system, making a total of nine respondents who feel the selection and assignment process could or should be improved. Some comments:

- Selection and assignment of the right people to the right job obviates any need for additional education or training.
- Selection process constitutes sufficient preparation.
- The selection process is the first place to improve general officer education and training.
- We should select/retain generals who do not need massive infusions of updating to prepare them for current or new jobs.

Several comments were related to length of time a general spends in an assignment:

- ADCs should spend one year as ADC-S and one as ADC-O to get a picture of all functional areas of responsibility.
- General officer commanders must be left in command longer.

One suggested:

-The system should not try to make a troop commander out of someone who isn't.

Generalist vs Specialist (Appendix C, item 3). Three generals defined three types of general officers (specialist, staff, and troop commander) or two types (innovators and mechanics) and stated that cross-fertilization is needed because each type needs to know about the others. Seven generals commented that both generalists and specialists exist and are needed. Four officers commented that generals should be generalists. Typical comments expressing opposing views were:

-Must have both. I'm an unregenerate generalist and thank God for specialists.

-In reality, most general officers are "generalists".

Item 2. Since there is no "transient" or "overhead" account in general officers, what is the trade-off between arriving on the job later (length of course of instruction) and learning while on the job?

Response: Of the general officers, 21 believed that any necessary updating must be obtained before arriving. They felt it was worth the resulting underlap. Their reasons were varied. Typical comments are:

--Arriving on the job later gives the command a chance to breathe between general officer assignments.

--Learn/refresh/reinforce those skills needed to be effective when he gets the flag.

--Once in the driver's seat it is almost impossible to get away.

Nine felt that a newly assigned general officer should report to his new job and learn something of the problems before deciding what schooling he would like to have, and then tearing himself away for short periods to attend training, wherever it is available, on areas in which he feels weak. Comments included:

-If the officer is required to leave his assignment to attend special training, a good staff should be capable of running the headquarters for short periods of time in his absence. If this is not the case, then there is something wrong with our training of staffs.

Four officers believed that OJT is all that is needed. Supporting comments were:

-A staff of qualified officers supports general officer positions.

-Most generals pick up the information they need with no problem.

Other comments somewhere between OJT and training enroute were:

--Earlier availability of generals to fill positions is most important.

--Prepare enroute. Then determine where shortfalls are for additional updating wherever available after serving on job.

Item 3. Who should have proponency for general officer continuing education/training?

Response: There was clearly no consensus on this question, especially as some mentioned that they did not really care. From the discussions, the generals seemed much more interested in content and format than in proponency, so long as the CSA is actively involved. From 23 general officers responding, eight different proponent agencies were suggested. Some mentioned more than one possible proponent.

The suggested proponent agencies were:

Agency	Number of Respondents
DA	4
CSA	4
DCSPER (GOMO)	7
AWC	4
DCSOPS	2
MACOM	2
CSA & TRADOC	1
CSA & AWC	1

Item 4. Where should general officer courses be conducted?

Response: As in the replies on proponency, the officers gave the impression that location was less important than content and format, and some named several acceptable locations. Eleven responded that the appropriate location was related closely to the combination of content and format. Simulated war games probably could be held at the Army War College or Command & General Staff College. Small group seminars could be held at a facility modeled after the Xerox Training Center or Arlie House, and one-on-one might be Headquarters TRADOC or a Branch school.

Five responses favored the Washington area, and all of these were careful to state "not the Pentagon." Four suggested the AWC, with replies of "regionally" and "away from the officer's normal place of work" the least frequently mentioned.

One officer made a strong case for "decentralization" by saying, "the general officer should go to the source of the expertise needed" and "don't need a centralized course of instruction with overhead to keep current." Two officers suggested that advanced education/updating be contracted out to civilian education centers, e.g., Harvard or Carnegie-Mellon.

One officer felt that the specialized training should be taken to the general officers rather than have the officers come to the training. Another felt that you shouldn't just send individuals (and he wasn't speaking only of general officers) to school but you should bring the school to the command or send whole portions of the command to the school. This officer has used such a technique in his own headquarters. The personnel manager of a large plant mentioned to him that if you expect to uplift an institution or office by sending one man to school you will be disappointed. It is very hard for one man to surface new concepts, because a certain degree of hostility exists within the organization against the man simply because he was singled out for a perceived reward. The plant manager recommended either taking a whole office to school or bringing the school to the office. Based on this discussion, the general had a Defense school come to his headquarters. He then shut down one entire office and had them attend a very concentrated 2-week course. Subsequent to the course that office outperformed all others in the headquarters. He later had a group from a university come in with similar results.

It was also suggested that the updating be conducted regionally such as in USAREUR and in Korea and in the Continental Army areas.

Some suggested that updating should be a "round robin" affair where general officers would move from one place to another, similar to the courses now provided for lieutenant colonels and colonels who are about to assume command.

Item 5. What are the most important traits an officer must have which can be developed or enhanced in a professional development system? What product do we want?

Response: This question did not specify whether these were traits for general officers or traits for all ranks of officers. There was a wide range of responses to each of these interpretations of the question. Two respondents were of the opinion, "By the time an officer makes general, whatever traits he has are fixed." Some areas of expertise were discussed as desirable traits that are better considered as subject areas in which general officers should be proficient. These "traits" are not discussed here, therefore, but in the context of areas in which general officers need education/training/updating. Following is the list of those traits mentioned more than once and the number of officers who mentioned them.

Integrity	4
Ability to Conceptualize	
(or solve complex problems)	4
Leadership Style	3
Moral Courage	3
Self-improvement	3
Committed to Organization	2

Additional topics suggested were: to have an active intellect, to be aware of matters important to the profession, to have the combat ethic, an ability to anticipate problems, judgment, to set the example, to have credibility, to have sensitivity to other human beings, to have forcefulness, do the immediate job well. Still others listed: to have the personal touch, to have a sincere interest in the job at hand, to keep his eye on the ball, to train soldiers and squads like a football team to be experts in their jobs, to have a sense of timing, to be objective.

Item 6. Should the current Brigadier Generals' Orientation Conference allow for selection of courses to support the next assignment, or cover the broad aspects of being a general officer?

Response: When questioned on the desirability of making the General Officer Orientation Conference (GOOC) selective or covering the broad aspects of being a general officer, 15 respondents preferred the broad course. Two would like to see the course tailored to individual needs, while six would like to see a core course attended by all new brigadier generals with selective courses available based on their varied assignments.

GOOC -- ADDITIONAL COMMENTS (Appendix C, item 10). Seven officers felt that the course, when they attended, needed modification; five who attended the short course felt that it needed lengthening, greater depth, and to be kept out of the Pentagon.

--Those who have Pentagon assignments are frequently expected to do their jobs between attending conferences for the orientation.

Two officers felt that it was a waste of time; that generals already knew before they were promoted most of the topics covered in the conference. One felt that management courses should be included in the curriculum. (It is our understanding that the short three to five day orientation attended by most of the respondents has been lengthened to three weeks, now includes extensive material on resource management and is not now in the Pentagon.) Some officers felt that there was no time for general officer designates to have open discussions with one another. Additionally, some felt that there was no time for informal social meetings where they could discuss things of mutual interest in an informal atmosphere. Most looked forward to a personal meeting with the Chief of Staff of the Army.

Item 7. To what extent should simulations and war games be used in general officer education and training?

Responses: The 24 responses to this question fell into three categories. The first category (two respondents) was that while simulations and war gaming are fine, they are more appropriate to personnel below the rank of general. These felt it was fine in a school environment or for assigned staff to enhance skills and teamwork. The second type of

response was that simulation would be fine for some generals. Seven felt it would be very useful for tactical commanders and staffs but perhaps not so useful or relevant to those in other MACOM's, e.g. DARCOM. The most frequent (15) category of responses was that simulations held a great deal of potential for the future as an educational and training tool. Typical comments from these officers were:

- As a minimum all general officers should be familiar with the simulations and war games currently available in the inventory.
- Has a great deal of potential for general officer and unit training.
- Will help the general officer remain current and improve command and control skills.
- Very cost effective due to limited exercise funds.

Item 8. It is important that the methodology of performance-oriented instruction/training and the current concept of training management be directed properly from the top echelons of field command. How would you assess the overall level of understanding and application of these concepts among the general officers serving with the Army in the field?

Response: The respondents were nearly equally divided in their responses to this question. Ten expressed the view that while they, and perhaps their commands, had a reasonable understanding of the methods, they were not so certain about others. Nine felt that their fellow generals didn't understand the methods well enough and had more to learn. There was a current of opinion that those who actually worked with the troops were knowledgeable but others, further removed, weren't up to speed.

Some of the comments were:

- Nobody is focusing on the real problems of training, and the soldier meeting high standards. These are and have been the Army's problems all along.
- No matter how you advertise it, or how you organize it, training is essentially a matter of emphasizing soldier skills, testing the soldier on those skills, then developing a training program that develops unit proficiency.
- We must have training evaluation.
- Various service schools might hold a "general officer day" at the school at which time general officers would be brought up to date on subject matter for which that school has proponentcy.

Item 9. Do you feel competent to counsel your junior officers on their professional development under OPMS?

Response: Of the generals, 23 responded directly to this question. On the first count it seemed as if 65% said YES and 35% said NO. Looking at the YES replies, however, only six of 15 were an unqualified YES. Four stated they had a much better background than most in comments such as the following:

--Had three assignments at MILPERCEN.

--Gave many briefings about OPMS when it was instituted.

--As one of only two female general officers, I have an unusual number of requests for counseling.

Five qualified their YES reply with statements such as:

--To extent any of us really understands these programs.

--Would refer officer to MILPERCEN for answers to detailed questions pertaining to various specialties.

--Asked about best approach to an alternate specialty, advised a young officer to go to Washington and get expert advice there.

If the five "Yes, qualified" responses are considered as "No, not completely" and percentages recomputed, we find that the YES drops to 43% with 57% saying NO or not completely.

Typical comments from the eight generals who do not feel competent to counsel on OPMS are:

--OPMS is still evolving. I have a better handle on it than a year ago but am still uncomfortable and somewhat frustrated.

--Junior officers know more about OPMS than do the senior ones.

Additional Comments on OPMS (Appendix C, item 5). More general officers (26) responded with their thoughts on OPMS as a system, than answered the question on competence to counsel on OPMS. The comments are almost all negative, either towards the system or as it has been implemented.

Comments on OPMS as a system:

--OPMS should be completely revised.

- OPMS does not manage officers well; I prefer the old system of grooming those officers who show promise.
- I have no feel for specialty fields. I hope the field commanders know more, as none of the general officers on my staff know much about OPMS.
- Deeply concerned about the long-term erosion of the combat ethic among our officers caused by OPMS. It offers opportunities for career aspirations that didn't exist before. OPMS should try to retain its good features and protect the combat ethic.
- Too many officers working for "big system in the sky", not for immediate boss.
- The field now has little impact on personnel management.
- Those who get ahead under OPMS like it, those who don't, don't like it.
- The Army's needs must drive the personnel management system rather than have the system drive the needs.
- OPMS is here, it's the young officers' system and it will probably work out okay. The same is true of EPMS.

Comments on specialty aspects of OPMS:

- Doesn't like the specialist aspect.
- Questions specialist aspect--more interested in what the man is made of rather than the nature of his specialty.
- Proliferation of OPMS related courses makes the time officers spend in school excessive.

Comments on MILPERCEN:

- MILPERCEN is its own worst enemy. MILPERCEN desk officers are not attuned to OPMS.
- Captains should not be told that they are dead if they don't do this or do that.
- MILPERCEN implementation of OPMS is poor.
- MILPERCEN has too much to say about an officer in the system.
- I'm not too impressed with the sort of counseling I hear second-hand coming out of MILPERCEN.

Comments on career future of younger officers:

- The officer system is too restrictive. The pass-over rate is too high. We are discouraging too many officers.
- We need to preserve quality over quantity.
- Officers who have commanded successfully will have a decided edge over other officers for a long time to come.
- Need to convince the officer corps that attainment of the grade of lieutenant colonel and colonel is an indication of a successful career in today's Army as opposed to teaching that one must become a general officer in order to feel that he has been successful.
- The logistic specialties should be rewritten. It is very difficult to hold out a promising future to officers from some of the old technical service branches in the new OPMS specialties.

Other comments:

- Experience on DA selection boards leads me to believe the system is not well understood Army-wide.
- Our command and promotion lists should not be published in advance. This is particularly true of the command list where "non-selected" officers feel as if they are automatically categorized as second team.
- My command has a second-rate staff because it is DA and MILPERCEN policy to move colonels and lieutenant colonels upon termination of their command assignment into a Military Region or into the Recruiting Command.

Item 10. One concept for general officer continuing education/update training would involve a DA-sponsored program conducted on a periodic basis, e.g., quarterly or semi-annually, at a suitable location. The curriculum would involve a relatively wide range of subjects from which attendees could select those in which they have the greatest need for update training. It is envisioned that each iteration of the program would be conducted over a 5-day period. What are your views on this concept?

Of those who gave their views on this concept of education/training, 23 agreed with it. The seven negative replies were of this nature:

- Not cost-effective to pack general officers off to school all of the time.
- Dictates of jobs preclude breaking away for any additional conferences.

A few refrained from either agreeing or disagreeing and offered comments such as:

--Might help, though I question its necessity.

--Whatever form of general officer update training/education we opt for, we must be very careful not to create a common mold.

Of those who concurred, 12 offered a desired change, usually in the frequency; five suggested "annual." Three said they hoped or expected the CSA to be there, as well as other very high-level persons, as CSA personal interest would be required to have officers made available to attend. Two others comments were:

--It would be useful to have the assistant division commanders assembled to discuss mutual problems and solutions; or to have all division commanders assemble; rather than to have a wide range of grades of officers with divergent interests all attending the same conference on the same subjects.

--More than at any other grade, general officers learn from other general officers.

The officers seemed to feel that group discussions rather than lectures or briefings should be the mode, that opposing views should not be squelched. One officer commented:

--Attendees would watch subsequent selection lists to see whether those who had voiced radical views were included.

Some suggested that possible topics for the conference should be circulated among potential attendees so they could indicate topics in which they had the greatest interest.

Item 11. The CSA uses the Weekly Summary as one means of keeping general officers abreast of current issues and, where appropriate, the Army's position on the issues. Do you feel this is adequate, or should there be other initiatives designed to accommodate the needs of general officers in the field, e.g., periodic extension packages, providing the latest thoughts on a variety of subjects developed by the SSCs?

Response: Thirty-three respondents commented on the Chief of Staff of the Army's Weekly Summary. As to whether it is adequate in its present format, or needs some type of periodic supplement, the respondents were divided. Nearly all, regardless of their opinion of adequacy, had suggestions for improvement.

There were two predominant themes:

a. The first (8 respondents) was that the CSA Weekly Summary should be personalized; they felt that the items covered should be geared to the Chief of Staff of the Army's personal concerns as opposed to a rehash of world affairs.

Some comments are:

--Always read the "hot stuff".

--Each principal staff officer on the DA staff should make a personalized contribution if he has some currently controversial or worthwhile item.

--Senior commanders such as the commanding general in USAREUR, Eighth Army, FORSCOM, etc., should have an opportunity to inject items.

--As currently constructed, 80% applies to international affairs available in news media.

--A typical item which should have been included would be the Department of the Army Inspector Generals' views, e.g. the investigation of property loss which could assist officers in other commands in avoiding some of the problems.

These respondents also want the Army's position on such items as "do we want to return to a draft or not?" and "do we want to take more females into the Army?" These are items about which general officers are queried in their commands and in civilian communities, and while generals have personal opinions, they do not know what the official Army position is. The gist of the opinion was that this should be something personal from the high-level policy makers to all general officers to bring them abreast of the current issues in the Army today.

b. The second major theme expressed the view that the Weekly Summary was a good medium through which the CSA could create for the reader a sense of being part of the Chief of Staff's management team. They would like to know what the Chief of Staff wants and they wish to help him make it understood in the Army and in surrounding communities. Generals are interested in what the Chief of Staff has to say. If limited to "hot items" as opposed to routine topics which staff officers fill, the summary would be a much more widely read document. One officer commented that the Weekly Summary should list those short courses which the CSA thought would be of interest to general officers. Four felt that views of general officers on key Army issues should be sought and worked into the Weekly Summary.

There were seven negative remarks about the timeliness and value of the intelligence sections. Some said there was nothing in the intelligence portion that they hadn't read in a current newspaper, news magazine, or the Black Book. Another compared the intelligence portion to "yesterday's mashed potatoes." These officers felt that the intelligence information was better handled through other channels.

Three feel that each should receive a personal copy. A comment by a senior general was that each should have his own copy; he felt pressure to move it on. In a similar vein, a less senior officer felt it took too long (7-10 days) to reach him. One felt:

—The Army War College thoughts on a variety of current issues would be a good idea.

Many felt that short-liners or a format similar to the "Kiplinger Letter" would be more appropriate than the current format so as not to deluge them with reading material. Another stated:

—We talk about the Total Army but we have a lot of gaps and the Weekly Summary is one of them - Reserve Component general officers should get a copy.

ADDITIONAL TOPICS INTRODUCED BY INTERVIEWERS

Nine additional questions (Appendix B), not furnished in advance, were addressed to some respondents during personal interviews when time and circumstances permitted. Few interviews reached this point. The first question received responses from the majority only because it tied in as a follow-on to the need for education/update training.

The majority of interviewed officers were asked "In what areas are the general officers serving under you least prepared?" (Appendix B, item 1). Some of the respondents had no generals serving under them. Of those who did, the large majority were very careful to state that their answer included themselves so that they were talking about all general officers, not their particular staff. Thus, the responses reflect replies to Appendix C, item 2, rather than the question as originally stated.

The 33 general officers who believe they or their peers need updating feel that some need updating in several areas. Otherwise there would not have been 43 different responses; all officers suggested more than one area. Many anticipated these results and specified that any updating given should be based on requirements of a specific next-or-current assignment.

—The shotgun approach just wouldn't be effective and would waste a lot of time.

—Develop individual skills through intensive individual work.

Three general officers mentioned that an individual should be skilled in both public speaking and writing before attaining the rank of brigadier general. If not, they should be the first ones for training.

The subject areas mentioned more than once are listed in tabular form in Table 1. As indicated, the greatest dearth of understanding is in management--installation, resource and financial management, followed by civilian personnel and modern training methodology.

Table 1

SUGGESTED AREAS FOR GENERAL OFFICER EDUCATION/UPDATING

	Number Suggesting Specific Sub-Areas	Number Suggesting Broad Areas
Management (Professional, High-Level, Techniques, Methods, Tools)		20
Financial (Budget, PPBS)	8	
Installation	11	
Resource	8	
Maintenance	2	
Training	1	
Civilian Personnel & Regulations		6
Modern Training Methodology		6
Community Command (Support, Relations Management)		4
Logistics		6
Tactical		4
Tactics	3	
Tactical Doctrine (FM 100-5)	3	
Readiness	1	3
Combat	1	
Logistics	1	
Communication/ADP		3
Communications	1	
ADP	3	
Military Justice		3
Procurement		2
Interpersonal Relations		2
Organizational Effectiveness		2
Military History		2

Other subject areas mentioned were:

- Understanding of NATO operations
- Language (when going overseas)
- Enemy Intelligence
- Combat Developments
- R&D
- JOPS
- Strategy
- Conceptualization
- Club Operations
- Handling labor unions

One respondent made the specific request that the Army not teach formal classes in "world affairs and military strategies," while another commented, "We (the Army) have no strong voice (in establishing national policy for the strategic application of forces) because we don't teach strategy... Involvement is influence and in the joint arena we are no longer involved."

Tactics and other areas in which officers have practiced and studied their entire careers do not receive mention as frequently as do those management responsibilities which fall into their laps at the colonel or general officer level. In addition, generals assigned to certain positions have a sudden need for various other information/updating, e.g., USAREUR officers must be capable of handling community command responsibilities and would be helped by learning/refreshing the German language.

How to determine what would be relevant instruction (Appendix B, item 2), was discussed by 14 generals. Six felt a diagnostic test with a self-evaluation feature would be useful. Yet, they implied that it probably would not be easily accepted. One comment was:

--CSA must set the atmosphere: generals have to be big boys, put their pride in their pockets and admit not knowing everything.

The four who specifically opposed diagnostic tests felt that these tests would be insulting or they worried that confidence in generals would be eroded if statistics were ever leaked. Four felt that the best means of identifying requirements was by asking the incumbent, either by questionnaire or interviews. One felt:

--Skillfully conducted civilian interviews would acquire the information needed.

Other suggestions were:

--Task each major commander to look at the specific general officer jobs they have and recommend....

--Would be most helpful if the actual duty requirements for every general officer's position in the Army could be documented.

The seven other questions in this list were asking about the relevancy of specific topics which might be covered by an updating program. Each is discussed separately.

Of the 15 general officers (less than one-third of the respondents) who were asked whether updating for officers assigned to field positions was needed, thirteen replied YES. A typical comment was:

--A general officer should have a good refresher course before taking command of a division of corps if the officer has been away from troops for a period of time.

Two said that on-the-job training was sufficient. Alternatives suggested were:

--This could be placed into a TRADOC weekly.

--MTTs should precede new equipment to train users on how the equipment is to be used.

--Training packages be exported from the Army War College for this purpose.

The eight asked to address whether general officers were competent to cope with rapid deployment split evenly as to whether the level of competence is adequate or inadequate. A comment was made that "it is improving." Another commented that although many may be inadequate, it is probably not necessary for all and it is better to prepare them on a case-by-case basis.

Of five comments solicited on need for updating for unified and specified command and staff designees, four said YES, one said NO. Comments included:

--Those who need the training should attend the Armed Forces Staff College.

--One week of special schooling for those officers assigned these jobs would be sufficient.

Of eight respondents five said YES and three said NO to whether or not instruction in community, press and other media relations is needed. Some comments were:

--A case history approach to instruction might be useful.

--These matters could properly be included in the general officers "charm school."

--A guide for media relations be provided to all general officers so that they could then use their own good judgment.

When questioned as to the role of MACOM commanders in general officer education, these five comments were made:

- Newly assigned general officers should spend a day or two with a major command staff when first assigned for a thorough orientation.
- A four star general officer should head a seminar occasionally for newly assigned officers in order to acquaint them with his command policies.
- Seminars should be used to pass information down from higher headquarters.
- The major commander should handle MACOM orientation through counseling and advising his subordinate officers.
- Senior general officers should take every opportunity, especially while on trips, to talk with junior general officers.

Of those who addressed the question, there was no consensus as to whether updating for USAREUR should be treated as an add-on or separately. A major point in the comments of the two generals in USAREUR who were asked this question was the importance of the community command responsibilities in Europe. Other points mentioned were: need to understand management, language instruction, and the problems caused by the geographic dispersion of their commands. Special topics singled out are: CS3, SIDPERS, SAILS, Military Justice Administration, Personnel Administration, readiness reporting and property accountability.

Ten respondents said YES, the other six said NO to whether periodic workshops would be worthwhile within a command to bring senior management people up to speed. Comments included:

- It might be appropriate for DARCOM and TRADOC but not for DA and FORSCOM.
- It could be handled with a suggested reading list.
- The seminar should be small and include such things as Military Justice Administration, the current Army situation in Europe and regular Army support of reserve components.
- Bringing mayors or city managers in to discuss problems and recommend solutions with general officers who become installation commanders would be an effective means of equipping these officers to carry out their responsibilities in similar positions.

ADDITIONAL TOPICS INTRODUCED BY GENERAL OFFICERS

During the course of the personal interviews many general officers offered alternative solutions to those posed by the questions they were asked. Some also commented on the Army officer education program for colonels and below. This section of the report summarizes those views.

All of the general officers who said NO to the need for an updating program also offered their versions of an alternative procedure that would obviate the need for the program (Appendix C, item 1). Four felt that it was the responsibility of each general to maximize existing opportunities. Sample comments were:

—Self-education on their own initiative is a legitimate expectation of all general officers.

—Officers must accept the burden of doing most of it. There is more than enough study material available.

In other words, these respondents felt that general officers are capable of analyzing their own need for additional education and seeking out that education either through their own reading or through attending courses to bring them up to speed wherever those courses exist.

Three general officers felt that although material and courses are available, it is difficult to find the details of what, where and when. They suggested that the Army should help the officers who have a desire to extend and broaden their education or update existing capabilities by:

—Providing a packet of information (especially job requirements) to aid in transition to next job.

—Sending them to the AWC between assignments, to take a diagnostic test, then let them go wherever they need to for updating.

—Providing a publication including suggested schools appropriate for general officers.

Several other alternatives were also offered. Most of these were expected not as a single alternative but as part of a package that included several or were combined with the self-improvement program outlined above. Typical comments were:

—More commander's conferences. Were the leadership of any large corporation to assemble only once a year for a very short period, that corporation would soon be in trouble.

—Command chain has responsibility for updating.

—Make non-resident instruction package available.

—Participate in learned societies.

—CSA issue research list and assign written papers to general officers.

—Establish an OER comment on self-improvement.

—Learn on the job. Performance is always a learning experience.

- There should be an active learning center for general officers for self-study. It should include some free and social time and some time to discuss among themselves what current problems are. It should not be degree-producing but similar to those offered by civilian institutions (e.g., Harvard and Carnegie-Mellon) management courses.
- Stop making work for each other, subtract from workload, what's left will be done more efficiently.
- Prepare and publish a list of all the acronyms that have emerged in just the past two or three years, update it annually so that an officer will not be ignorant of much of the esoteric language used in a new assignment.
- Reinstitute the CSA suggested reading list.
- Have general officers go to available two or three-day workshops with experts on reading and writing skills.

Many comments were made which were not applicable to general officers, but to education/training for officers in lower grades. Going up from the lowest rank we find comments such as:

- Support Active Duty Training Program ("3rd LT") for USMA and ROTC cadets, but would like to see a front-end analysis of its effect on soldiers.
- Am against eliminating or deferring the Basic Course.
- Lieutenants from Infantry Basic are more technically proficient today than any other lieutenant group in our history.
- No Army school is worth anything beyond the Advanced Course.
- Army does good job in training technicians in Basic and Advanced Schools; fairly well in management in C&GSC.
- Management should be taught at USMA and to ROTC cadets and again at the Command and General Staff College and at the Army War College, but not at the Basic and Advanced Courses where officers are taught to be technicians in their branch specialities.
- The Basic Course as now given to Army officers should prepare platoon leaders for their jobs while the Advanced Course should prepare company commanders.
- There is a gap in officer education between schools. We need a system to promote professional growth between schools. There is both a problem of how to accomodate the forgetting curve and a problem of how to remain current.

--Lieutenant Colonels, prior to assuming command, should be certified in those areas in which they must be proficient under stress in order to command battalions effectively.

--There is a tremendous knowledge gap between the LTC and COL levels.

--Graduate schooling should provide a background for long-term development, not just be job oriented.

--LTC/COL/GO too often enter training jobs with a void.

--Deplore lack of Army COL's and above in JCS. It is shunned as a dead end.

--Teach installation management to damn good colonels and have them be base (post) commanders for four years. Air Force does it right.

--LTC's should be considered for inclusion in continuing education program for general officers.

Some comments were not applicable to junior officers' education/training but on how to help the general officer perform better. Those were:

--Bright people, regardless of rank should be given the toughest, most challenging jobs by the decisionmakers.

--Bring in junior officers (to seminars) to discuss major Army problems from their viewpoint, without attribution, so that the generals can learn what some of the problems are at a lower level.

In addition to considering the AWC as a possible proponent or location for a continuing education program for general officers, there were 10 generals who criticized AWC as it exists or made suggestions for improvement. Some comments were:

--Has no effect on combat division's function.

--AWC is out of touch with the rationale behind certain (general officer) assignments and capabilities a general officer must have on the job (referring to AWC as a possible proponent of an updating program)

--"Soft time" exists - should orient on Army mission related subjects.

--Critical of degree to which AWC addresses doctrine and land combat.

Comments on suggested subject matter were:

- Installation management
- Brigade/Division command
- Doctrine above the division level
- Bring in city managers and mayors to explain resource (installation) management as it applies to the civilian sector.
- Study high-level aspects of war.
- Military history should be stressed.
- AWC should be one-third resource management, one-third strategy and one-third battle management; battle management is the complex orchestration of battle at higher echelons.

On the combined subjects of AWC and C&GSC, we find these comments:

- The Army should go to the university concept. Combine C&GSC and AWC and bring the entire school system under one proponent.
- (The proponent of this research on General Officer Education and Training) should be prepared to define the relationship between C&GSC and AWC.

In addition to the comments from previous sections which mention C&GSC, several other topics were mentioned by 10 generals.

Comments on C&GSC student population included:

- Short session for all, full year for one-fourth of Majors.
- Short session for all, top 10% should stay on for rest of year.
- This 10% should be those brilliant young officers who are to provide the staff and general officers who will run the Army for the next 10 to 20 years.

Comments on what should be taught:

- Conceptualization, even though difficult
- Develop truly general staff officers
- Research, write and brief on solutions to real issues
- Teach at division level

—Remain squarely on preparation for battalion command

--Remain Army's senior tactical school

Comments on cutting or combining:

—Try not to hit C&GSC too hard on personnel and budget cuts

--Soft spot in training system

—C&GSC graduate still requires AFSC before joint or combined assignment

—Strongly opposed to consolidation of C&GSC and SSC and to reduction in number of students or length of courses. The best way to destroy the Army is to cut the heart out of our educational system.

All eight of the general officers who mentioned the CSA's recommended reading list felt that it should be reinstituted.

These are typical comments:

—To keep officers updated...good solid reading lists.

—CSA selected reading list should be revised and reinstituted.

—Also export to general officers highly professional papers, books, or other reading material on important topics such as economics, foreign relations, philosophy, management, etc.

—Buy books and mail them out for general officer reading

Other comments which impinge on the RETO study rather than on general officer continued education are listed below:

—Have reservations about the new OER. Who is going to instruct company commanders on how to establish objectives for lieutenants?

--Favor the SQT. However, the written portion is too heavily weighted. Many soldiers have either too low a reading skill to interpret the questions or they don't know how to take tests. As a result they receive low scores which means we are not necessarily qualifying or promoting the best soldiers.

—Doctrinal changes should come from the bottom up rather than from the top down if they are to be understood and implemented.

—We must channel the best talent through command positions so that when they reach general officer status they will be competent as generalists.

- Oppose a command or professional staff core elite.
- The doctrine of active defense is not understood.
- We simply don't have a very well-educated (in high-level management) general officers - not nearly as good as the Navy and Air Force, and we should be better than them.
- Recent budget decisions will tend to drive options for officer education and training rather than RETO options driving the budget.

APPENDIX A

QUESTIONS ON GENERAL OFFICER EDUCATION & TRAINING WHICH WERE FURNISHED EACH OFFICER PRIOR TO THE INTERVIEW SESSION

A-1. What are your views, in general, on the need for a continuing education/update training program for general grade officers?

A-2. Since there is no "transient" or "overhead" account in general officers, what is the trade-off between arriving on the job later (length of course of instruction) and learning while on the job?

A-3. Who should have proponency for general officer continuing education/training?

A-4. Where should general officer courses be conducted?

A-5. What are the most important traits an officer must have which can be developed or enhanced in a professional development system i.e., what product do we want?

A-6. Should the current Brigadier Generals' Orientation Conference allow for selection of courses to support the next assignment, or cover the broad aspects of being a general officer?

A-7. To what extent should simulations and war games be used in general officer education and training?

A-8. Beginning in the early 1960's, a modern methodology for instruction/training has evolved within the Army. The methodology is referred to as performance oriented instruction/training, or sometimes as criterion referenced instruction/training. In support of the methodology, a concept for improving military training management has emerged and has been promulgated to the field in the form of Training Circular 21-5-7. The Army Training and Evaluation Program (ARTEP), a training concept based on performance-oriented instruction/training, was adopted by the Army in 1975, UP AR 350-1. Also, skill qualification testing (SQT) for individual soldiers is based on the methodology of performance-oriented training. It is important that the methodology of performance-oriented instruction/training and the current concept of training management be directed properly from the top echelons of field command. How would you assess the overall level of understanding and application of these concepts among the general officers who are serving with the Army in the field?

A-9. Do you feel competent to counsel your junior officers on their professional development under OPMS?

A-10. One concept for general officer continuing education/update training would involve a DA-sponsored program conducted on a periodic basis, e.g., quarterly or semi-annually, at a suitable location. The curriculum would involve a relatively wide range of subjects from which attendees could select those in which they have the greatest need for update training. It is envisioned that each iteration of the program would be conducted over a 5-day period. What are your views on this concept?

A-11. The CSA uses the Weekly Summary as one means of keeping general officers abreast of current issues and, where appropriate, the Army's position on the issues. Do you feel this is adequate, or should there be other initiatives designed to accommodate the needs of general officers in the field, e.g., periodic extension packages, providing the latest thoughts on a variety of subjects developed by the SSCs?

APPENDIX B

ADDITIONAL QUESTIONS ASKED BY THE INTERVIEWER IF TIME WERE AVAILABLE

B-1. Based on the mission of your command/organization and your assessment of the overall situation therein, in which areas, if any, do you feel the general officers serving under you are least prepared (by means of formal schooling, experience, and/or self-study) to address the wide variety of issues and requirements confronting them?

B-2. How do we determine what instruction would be most relevant for the general officers? Diagnostic tests? Interviews?

B-3. Considering recent advances in weapons system technology and the consequent impact these have had, and are still having, on doctrine at all levels which governs the employment of joint and combined forces on the modern battlefield, would an update course in modern weapons systems and employment concepts for the air-land battle be of value to general officers who are either serving in or destined for assignments in the field?

B-4. An improved capability for the strategic deployment of Army forces was established as a goal by the Secretary of the Army and the Chief of Staff. What is your assessment of the overall level of competence among the Army's general officers to cope with the intricacies of a rapid strategic deployment of a major (corps level or larger) Army force?

B-5. Should special courses be available for unified and specified command and staff designees?

B-6. Is instruction needed on community relations and how to deal with the press and other media?

B-7. What role should the MACOM commanders play in general officer education and training?

B-8. Is USAREUR different enough to require distinctly different courses or just add-on modules?

B-9. At least one major command conducts periodically (about six, 1-week courses per year) a senior commander/manager workshop that is oriented squarely on the mission of that command. Instruction is criterion referenced and is designed to increase the level of competence of senior commanders/managers (COL and above) in those skills and disciplines that are related directly to the command's mission and functions to include installation management. Would such a workshop be worthwhile for your command, assuming that the administrative requirements were programmed and adequately funded?

APPENDIX C

ADDITIONAL TOPICS INTRODUCED BY THE GENERAL OFFICERS DURING THE INTERVIEWS

- C- 1. Alternatives to a formal, continuing education or update training program which were presented by officers who (1) believed no program is necessary or (2) believed that there should not be a need for one, even though they feel the need exists.
- C- 2. Areas in which general officers feel they or their fellow generals may need education/training/updating.
- C- 3. Comments about the General Officer Assignment/Selection Policies.
- C- 4. Does the Army need only generalists, or must some of the general officers be generalists and some be specialists?
- C- 5. Comments by general officers about officers in the ranks of lieutenant through colonel.
- C- 6. Comments on OPMS, other than answering question A-9 on competency to counsel junior officers on OPMS.
- C- 7. Comments about the Army War College, other than as a proponent of, or location for, a general officer program (Questions A-3 and A-4).
- C- 8. Comments about the Command and General Staff College.
- C- 9. Comments on CSA recommended reading lists.
- C-10. Additional comments about the General Officer Orientation Course (GOOC), other than answering question A-6 on whether GOOC should focus on broad aspects or be next-assignment specific.